



Longmeadow Primary School
Pupil Premium Policy

Policy Agreed	June 2021
Date for Review	June 2022

LONGMEADOW PRIMARY SCHOOL PUPIL PREMIUM POLICY

AIMS

We have high aspirations and ambitions for our children and we believe that every child should succeed. We strongly believe that it is not about where you come from but your passion and thirst for knowledge and your dedication and commitment to learning that make the difference between success and failure and we are determined to ensure that our children are given every chance to realise their full potential. Pupil Premium funding represents a significant proportion of our budget and this policy will give guidance on how this funding will be spent to ensure maximum impact for learners.

BACKGROUND

The pupil premium grant (PPG) is a government funding mechanism that targets extra money at pupils who are experiencing disadvantage. Research has shown that disadvantaged pupils underachieve when compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential and to diminish the difference between key groups.

The government has used free school meals (FSM) criteria, children looked after and service children as indicators of deprivation and have provided a fixed amount of money for schools, per pupil, based on the number of pupils registered for FSM over a six-year rolling period. Prior to April 2015, this funding did not apply to nursery age children. However, from April 2015 onwards, all ages of children in our setting benefit from this funding if they meet the relevant criteria. This policy therefore covers all children in receipt of Pupil Premium funding, including those in the Early Years.

At Longmeadow, we use the 'FSM Ever 6' indicator, as well as other knowledge the school holds about its children, to 'diminish the difference' with regards to progress and attainment.

CONTEXT

When making decisions about using the PPG, it is important to consider the context of the school and the subsequent challenges faced.

Common barriers for disadvantaged children include:

- parental disengagement
- gaps in parenting skills
- disadvantaged coupled with additional needs
- lack of cultural capital
- attitudes of staff
- economic hardship

The challenges are varied and there is no 'one size fits all'.

KEY PRINCIPLES

By following the key principles below, we believe we can maximise the impact of our pupil premium funding

Building belief

We will provide a culture where:

- staff believe in all children
- there are 'no excuses' made for under-performance
- staff adopt a solution focussed approach to overcoming barriers
- staff support children to develop positive attitudes towards learning, with children accepting challenge and wanting to succeed

We will ensure that:

- all staff members are involved in the analysis of data so that they are fully aware of trends across the school
- we use research to support us in determining the strategies that will be most effective

Identification of pupils

We will ensure that:

- all teaching staff, and support staff as far as possible, are involved in the analysis of data and the identification of pupils
- all staff are aware of who their pupil premium children and vulnerable children are
- all pupil premium grant children benefit from the funding, not just those who are under performing
- underachievement at all levels is targeted (not just lower attaining pupils)

- children's individual needs are considered carefully so that we provide support for those children who could be doing 'even better if...'

Improving day to day teaching

We will ensure that all children across the school receive good teaching as a minimum, by:

- setting high expectations
- Monitoring provision across the school
- addressing any within-school variance
- ensuring consistent implementation of strategies across the school e.g. marking and feedback
- sharing good practice within school and draw on external expertise
- providing high quality professional development & training
- improving assessment through joint levelling and moderation

Increasing learning time

We will maximise the time children learn through:

- improving attendance and punctuality
- providing earlier identification of need and therefore intervention
- extending opportunities for out-of-school learning
- ensuring a consistent timetable across the school to make full use of the school day

Individualising support

We will ensure that the additional support we provide is effective by:

- looking at the individual needs of each child and identifying their barriers to learning
- ensuring additional support staff and class teaching communicate effectively
- providing high quality intervention across all phases
- matching the skills of the support staff to the interventions they provide
- working with other agencies to bring in additional expertise
- providing support for parents
- tailoring interventions to the needs of the child
- recognising and building on children's strengths to further boost confidence

Monitoring and Evaluation

We will ensure that:

- a wide range of data is used – achievement data, pupil's books, observations, learning walks, case studies, staff, pupil and parent voice
- assessment data is collected at least termly so that the impact of interventions can be monitored regularly
- assessments are closely moderated to ensure they are accurate
- teaching staff attend pupil progress meetings regularly. These are fed back to teaching assistants.
- feedback about a child's performance is reported regularly to the children and parents
- interventions are monitored by senior leaders / the inclusion team and adapted or changed if they are not working
- a designated member of the senior leadership team maintains an overview of pupil premium spending
- a governor is given responsibility for pupil premium

Reporting

When reporting on the use of PPG we will include:

- information about the context of the school
- objectives for the year
- reasons for decision making
- analysis of data
- use of research
- nature of support and allocation
- learning in the curriculum
- social, emotional and behavioural issues
- enrichment beyond the curriculum
- families and communities
- an overview of spending
- total Pupil Premium Grant (PPG) received
- total PPG spend
- total PPG remaining
- a summary of the impact of PPG

- performance of disadvantaged pupils (compared to non-pupil premium children)
- other evidence of impact e.g. Ofsted, accreditations
- case studies
- implications for pupil premium spending the following year

The local governing body will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how the PPG has been spent to address the issue of 'diminish the difference for such eligible pupils.

This task will be carried out in line with the requirements published by the Department for Education.

REVIEW

The local governing body will review this policy in line with its annual cycle of review.